Iowa Expanded Core Curriculum for Students Who Are Deaf or Hard of Hearing, Directions: Individual Education Plan (IEP)

- 1. Consider the ECC-DHH areas (Audiology, Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) with any student who is deaf or hard of hearing being considered for or currently on an IEP <u>and</u> who receives services by a Teacher of Students who are Deaf or Hard of Hearing and/or Educational Audiologist.
- 2. The Teacher of Students who are Deaf or Hard of Hearing and/or Educational Audiologist shall complete the **ECC-DHH Checklist** with the family, student (as appropriate), and/or any team members. This should be completed prior to the IEP meeting.
 - a. Check "yes" if a skill area under a content area is a current need.
 - b. Check "no" if a skill area under a content area is not a current need.

	Checklist			
udent Name:	Date	Date Completed:		
Parents/Guardian	General Education Teacher	Educational Interpreter		
Student	Special Education Teacher	Speech Language Pathologist		
Educational Audiologist	Teacher of the Design Hand of Hearing	Others:		
	and Skill Areas. Check ✓ "yes" if it is a	current need or 🗸 "no" if it is		
Content Areas				
Content Areas	orities for the upcoming year and	ile		
Content Areas Audiology Understanding Hearing Loss				
Content Areas	orities for the upcoming year and	ils.		
Content Areas Audiology Understanding Hearing Loss Amplification Management Environmental Management	rities for the upcoming year and Cip	No No		
Content Areas Audiology Understanding Hearing Loss Amplification Management	erities for the upcoming year and Signature Yes Yes	No No		

- 3. Before the IEP meeting, review the skill areas checked "Yes" on the ECC-DHH Checklist
 - a. Under each content area, determine which skill areas are a current priority by circling them



b. For each current priority on the **ECC-DHH Checklist**, refer to the corresponding content area on the **ECC-DHH Needs Assessment**

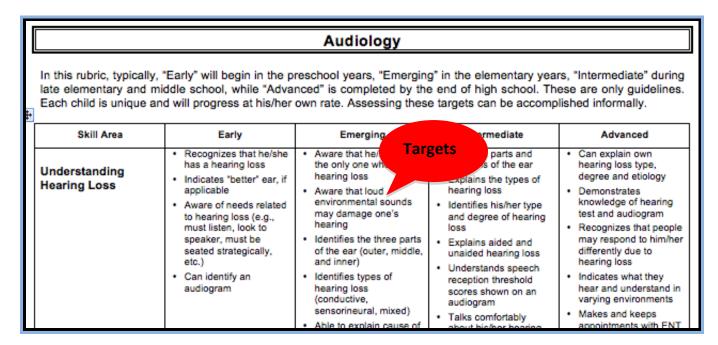
Audiology Find the priority skill area(s) determined by the Checklist. Under the identified skill area(s), check each subskill, which is a current need. Circle the critical subskills that need to be addressed. Refer to ECC Rubric for specific targets on pages 10-14.				
Skill Areas and Subskills	Current Need	Comment (optional)	Date Skill Mastered	
Understanding Hearing Loss				
Personal hearing loss				
Aware of needs related to loss				
Audiogram knowledge				
Environmental impact on hearing				
Hearing conservation				
Vocabulary				
Responsibilities for medical care				
Amplification Management				
Understands benefit of amplification				
Appropriate use of amplification				
Care and maintenance of equipment				

- 4. Prior to the IEP meeting, complete the **ECC-DHH Needs Assessment** under each prioritized ECC skill area from the **ECC-DHH Checklist**.
 - a. Check each subskill that is a current need.

- b. Once the subskills are determined, circle the priorities for the upcoming IEP.
- c. These are the priorities that will be addressed and documented on the IEP.

Find the priority skill area(s) determined by the surrent need. Circle Skill Area ECC Rubric for	the critical s	ub Content Area	check each led.
S creas and Subskils.	Current Need	Comment (optional)	Date Skill Mastered
Understanding Hearing Loss			
Personal hearing loss	V		
Aware of needs to discount to			
Audiogram knowled Subskills	V		
Environmental impact			
Hearing conservation			
Vocabulary	V		
Responsibilities for medical care	1 1		
Annelification Management			

5. At the IEP meeting, discuss the subskills that are a priority (blue circle, above). Specific targets are listed in the Content Area(s) rubrics of the Expanded Core Curriculum for Students who are Deaf or Hard of Hearing document.



- 6. Determine how each prioritized subskill will be addressed. Document team decisions on appropriate IEP paperwork.
 - a. Possible decisions.

- i. Awareness by all members of IEP the team is aware that this is either a concern(s) or there are no concerns but either way no further action will be taken at this time.
- ii. Family's responsibility the family will address this concern(s) outside of the school day. Other IEP team members will have a limited role.
- iii. Accommodations the concern(s) requires materials, strategies, and/or accommodations used throughout the student's day, at home or school. These could be implemented by any IEP team member.
- iv. Goal the concern(s) has been determined to be an instructional need and requires a goal and data collection.

b. Documentation of decision

- i. Awareness by all members of IEP
 - 1. All areas, whether it is a concern or not, will be documented on Page B of the IEP in the "Other information essential for the development of this IEP" section.

Other information essential for the development of this IEP

All ECC-DHH content areas (Audiology, Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered and there are currently no concerns in these areas.

OR

Other information essential for the development of this IEP

The following ECC-DHH content areas (Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered and there are currently no concerns in these areas. However, the ECC-DHH content area, Audiology, was determined to be an area of concern but it will not be addressed at this time.

- i. Family's responsibility
 - 1. All content areas, whether it is a concern or not, will be documented on Page B of the IEP under "Other information essential for the development of this IEP" section. The family's future tasks will be described as it relates to their needs in the identified content area.

Other information essential for the development of this IEP B

The following ECC-DHH content areas (Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered and there are currently no concerns in these areas. However, the ECC-DHH content area, Audiology, was determined to be an area of concern and will be addressed by the family. The family will gather additional information related to their child's hearing loss in order to better understand the medical diagnosis.

ii. Accommodations

a. All content areas, whether a concern or not, will be documented on Page B of the IEP under "Other information essential for the

development of this IEP" section. The content area(s) which require accommodations will be described on Page F of the IEP.

Other information essential for the development of this IEP The following ECC-DHH content areas (Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered and there are currently no concerns in these areas. However, the ECC-DHH content area, Audiology, was determined to be an area of concern and will be addressed with an accommodation.

Type: Activity/Support Code Code ACCOMMODATIONS: The student will receive preferential seating by seating themselves close to the source of instruction with their better ear towards the speaker. If the student does not do this on their own, the teacher will direct them to do so.	Beginning Date: 08/23/2010 Frovider(s): Student & teachers Name: Time & frequency/when provided: daily	O General Education O Special Education O Community Minutes per O Day Week Month Delete Service
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iii. Goal area

- 1. Use the corresponding ECC-DHH rubric and/or assessment matrix to determine current student level.
- 2. From those tools, develop measurable IEP goals.
- 3. All content areas, whether it is a concern or not, will be documented on Page B of the IEP under "Other information essential for the development of this IEP" section. The content area that requires specially designed instruction will be addressed on a Goal page <u>and</u> services delivered will be described on Page F.

Other information essential for the development of this IEP f B

The following ECC-DHH content areas (Career Education, Communication, Family Education, Functional Skills for Educational Success, Self-Determination and Advocacy, Social-Emotional Skills, and Technology) have been considered and there are currently no concerns in these areas. However, the ECC-DHH content area, Audiology, was determined to be an area of concern and will be addressed with a goal and direct service from the teacher of the deaf and hard of hearing or educational audiologist.

	Baseline (Describe individual's current performance in measurable terms using the same measurement as measurable annual goal and progress monitoring procedures).				
	The student is able to correctly demonstrate or explain ear, aware of needs related to hearing loss, and identify		a hearing los	s, identifies "better"	
	Measurable Annual Goal: conditions (when and how the individual will perform); behavior (what the individual will do); and criterion (acceptable level of performance). For students 14 years and older, indicate if this goal is related to post-secondary expectations of: (check all that apply to this goal) Iving working				
By x/x/xxxx, after 1:1 instruction from the identified Expanded Core Curriculum audiology targets (recognizes she has a hearing loss, identifies "better" ear, aware of needs related to hearing loss, and identify an <u>audiogram</u>), the student will correctly demonstrate or explain, at least 3 of the 4 skills (75%), on 3 consecutive data sessions.					
	Type: Service with LRE Min Code DI	Beginning Date: 08/23/2010		General Education	
	SUPPORT OR RELATED SERVICES: Specially Designed Instruction: The student will receive direct	Provider(s): B Tchr of Deaf/HH	30	Special Education	
	service by the Teacher of D/HH in the areas of	Name:		Community	

Time & frequency/when provided:

120 minutes/month

7. Repeat steps 2-6 annually.

audiology from the Expanded Core Curriculum for Students who are Deaf and Hard of Hearing.

Minutes per

Day Week Month

Delete Service X